

## **BROCKMAN ELEMENTARY**

2245 Montclair Dr.  
Columbia, South Carolina 29206

**GRADES** PK-5 Elementary School

**ENROLLMENT** 200 Students

**PRINCIPAL** Dr. Ginny Riga 803-790-6743

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
18	5	0	0	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

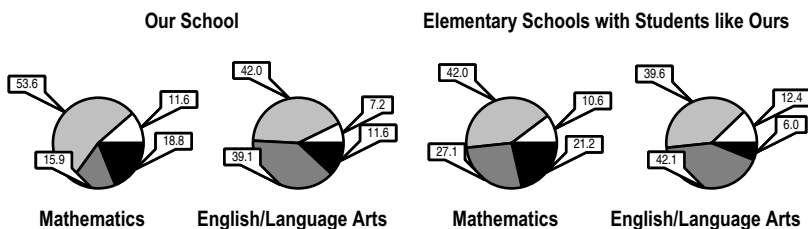
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




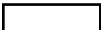
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	N/A	N/A	N/A
2002	Good	Average	N/A
2003	Excellent	Below Average	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	21	13	12
Percent satisfied with learning environment	100.0%	92.3%	91.7%
Percent satisfied with social and physical environment	100.0%	92.3%	91.7%
Percent satisfied with home-school relations	100.0%	92.3%	100.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	71	100.0	7.2	42.0	39.1	11.6	50.7	17.6
Gender								
Male	36	100.0	8.8	44.1	35.3	11.8	47.1	17.6
Female	35	100.0	2.9	41.2	44.1	11.8	55.9	17.6
Racial/Ethnic Group								
White	49	100.0	4.2	35.4	45.8	14.6	60.4	17.6
African-American	18	100.0	11.8	58.8	29.4	N/A	29.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	61	100.0	6.6	39.3	41.0	13.1	54.1	17.6
Disabled	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	71	100.0	5.9	42.6	39.7	11.8	51.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	71	100.0	5.9	42.6	39.7	11.8	51.5	17.6
Socio-Economic Status								
Subsidized meals	11	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Full-pay meals	60	100.0	6.6	37.7	42.6	13.1	55.7	17.6

Mathematics								
All students	71	100.0	11.6	53.6	15.9	18.8	34.8	15.5
Gender								
Male	36	100.0	14.7	52.9	17.6	14.7	32.4	15.5
Female	35	100.0	5.9	55.9	14.7	23.5	38.2	15.5
Racial/Ethnic Group								
White	49	100.0	8.3	47.9	20.8	22.9	43.8	15.5
African-American	18	100.0	17.6	70.6	N/A	11.8	11.8	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	61	100.0	8.2	54.1	18.0	19.7	37.7	15.5
Disabled	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	71	100.0	10.3	54.4	16.2	19.1	35.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	71	100.0	10.3	54.4	16.2	19.1	35.3	15.5
Socio-Economic Status								
Subsidized meals	11	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Full-pay meals	60	100.0	11.5	49.2	18.0	21.3	39.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	35	N/A	5.7	31.4	54.3	8.6	62.9
	Grade 4	17	N/A	N/A	47.1	41.2	11.8	52.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	3.2	22.6	54.8	19.4	74.2
	Grade 4	26	100.0	8.0	48.0	36.0	8.0	44.0
	Grade 5	13	100.0	15.4	76.9	7.7	N/A	7.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	35	N/A	25.7	51.4	11.4	11.4	22.9
	Grade 4	17	N/A	23.5	58.8	11.8	5.9	17.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	32	100.0	6.5	45.2	29.0	19.4	48.4
	Grade 4	26	100.0	12.0	60.0	4.0	24.0	28.0
	Grade 5	13	100.0	23.1	61.5	7.7	7.7	15.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 200)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.2%	Down from 13.5%	2.0%	2.4%
Attendance rate	96.1%	Down from 96.4%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	0.0%	No change	31.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.0%	Up from 2.6%	5.5%	8.0%
Older than usual for grade	N/A	N/A	0.4%	1.1%
Suspended or expelled	1.5%	Down from 2.1%	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	55.6%	Down from 62.5%	55.6%	50.0%
Continuing contract teachers	77.8%	Up from 75.0%	90.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.4%	86.2%
Teacher attendance rate	93.0%	Down from 95.5%	94.6%	95.3%
Average teacher salary	\$38,902	Up 1.5%	\$40,937	\$39,909
Prof. development days/teacher	15.1 days	Up from 6.7 days	11.8 days	11.4 days

School				
Principal's years at school	3.0	No change	5.5	4.0
Student-teacher ratio	16.1 to 1	Down from 16.8 to 1	19.2 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 91.4%	91.0%	89.7%
Dollars spent per pupil*	\$6,755	N/A	\$5,887	\$5,892
Percent spent on teacher salaries*	69.8%	N/A	69.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Brockman Elementary, a public Montessori school, completed its third year in 2003 and now serves students from pre-school through grade five. Several milestones were achieved in this third year for our students and staff. Those students who began at Brockman in August of 2000 completed a full level (three years) of the Montessori program and our first class of fifth graders was promoted to middle school. Nine of our 12 classroom teachers earned full Montessori certification; three more will finish their internships in 2004.

Assessment data verify students are thriving academically in Montessori classes. School climate reflects education of the "whole child." Parent involvement continues to be a strength of our school. Parents volunteer in many capacities and have provided strong leadership for the following initiatives: Science Day, International Festival, writing projects, classroom gardens, greenhouse, community service projects and arts curricular grants.

In 2002-03, Brockman underwent an in-depth assessment process to gain regional accreditation. Through data collection from parents, students and staff, as well as review of a variety of assessments of student achievement, goals were set for academics, social and emotional growth of students, use of technology and parent education/involvement.

Particular areas of academic focus for 2003-04 are science, application of math problem-solving skills and further integration of technology and the arts into the general curriculum. Emphasis on personal and social responsibility for work and behavior remains at the core of our mission as a Montessori school. Several goals also have been set for increased opportunities and participation in Montessori education for parents.

Brockman's three leadership bodies (School Improvement Council, PTA and Staff Leadership Team) are strongly committed to working with the school principal to maintain successes reached thus far and achieve the goals identified in our needs assessment. This commitment is evidenced by the amount and range of on-going staff development, contribution of time necessary to implement and maintain an authentic Montessori school, fundraising for school improvements and student activities by the PTA and Fine Arts Booster Club and numerous other examples of time and talent that reflect the dedication of all of Brockman's stakeholders to achieving our school's mission as a learning community.

Dr. Ginny Riga, Principal - Brockman Elementary School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.